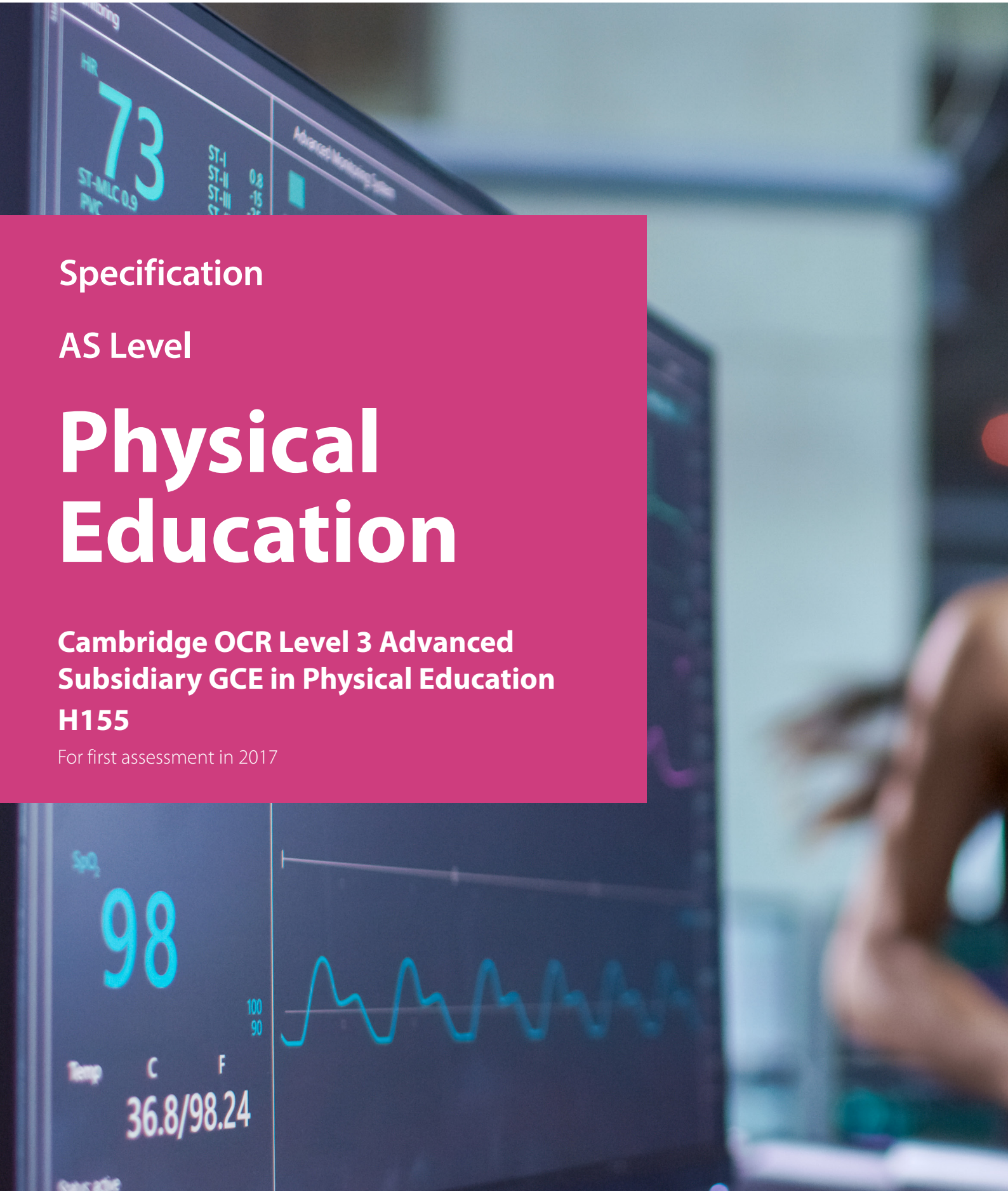
Qualification Accredited

CAMBRIDGE OCR




Specification

AS Level

# Physical Education

## Cambridge OCR Level 3 Advanced Subsidiary GCE in Physical Education H155

For first assessment in 2017

Version 3.0 (November 2025)

ocr.org.uk/alevelphysicaleducation

## About our new name

**As of September 2025, our name is Cambridge OCR.**

Students who sat an exam **in summer 2025** will receive a Cambridge OCR branded exam certificate (our new brand), which will be the same for all future exam series.

You'll continue to see the OCR or Oxford Cambridge and RSA Examinations name while we work to update our material to our new name, Cambridge OCR. This will take some time, and you can still access all up-to-date qualification resources and materials via Teach Cambridge.

**Important:** We'll keep the OCR/Oxford Cambridge and RSA name on existing teaching resources while the content of these remains applicable to the specification being taught. **New and refreshed** resources will be produced using the Cambridge OCR name/logo.

## Are you using the latest version of this specification?

The latest version of our specifications will always be on our website and may differ from printed versions. We will inform centres about changes to specifications.

## Tell us what you think

Your feedback plays an important role in how we develop, market, support and resource qualifications now and into the future. We want you and your students to enjoy and get the best out of our qualifications and resources, but to do that we need your honest opinions to tell us whether we're on the right track or not.

You can email your thoughts to support@ocr.org.uk or visit our feedback page to learn more about how you can help us improve our qualifications.

Designing and testing in collaboration with teachers and students

Helping young people develop an ethical view of the world

Equality, diversity, inclusion and belonging (EDIB) are part of everything we do

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# 1 Why choose an OCR AS Level in Physical Education?

## 1a. Why choose an OCR qualification?

Choose OCR and you've got the reassurance that you're working with one of the UK's leading exam boards. Our AS Level in Physical Education qualification has been developed in consultation with teachers, employers and Higher Education to provide learners with a qualification that's relevant to them and meets their needs.

We're part of the Cambridge Assessment Group, Europe's largest assessment agency and a department of the University of Cambridge. Cambridge Assessment plays a leading role in developing and delivering assessments throughout the world, operating in over 150 countries.

We work with teachers, employers, and universities to create qualifications that support the needs of all students and help them prepare for their future. We offer A levels, GCSEs, vocational courses, and other academic options to schools, colleges, workplaces, and other organisations.

**Our Specifications**

We believe in developing specifications that help you bring the subject to life and inspire your learners to achieve more.

We've created teacher-friendly specifications based on extensive research and engagement with the teaching community. They're designed to be straightforward and accessible so that you can tailor the delivery of the course to suit your needs.

**Our Support**

We provide a range of support services designed to help you at every stage, from preparation through to the delivery of our specifications. This includes:

- a wide range of high-quality creative resources
- a textbook available from a leading publisher. For more information on our publishing partners and their resources visit www.ocr.org.uk/qualifications/gcse-and-a-level-reform/publishing-partners
- Professional Development for teachers to fulfil a range of needs. To join our training (either face-to-face or online) or to search for training materials, you can find what you're looking for at www.ocr.org.uk/qualifications/professional-development
- Active Results – our free results analysis service to help you review the performance of individual learners or whole schools
- ExamBuilder – our online past papers service that enables you to build your own test papers from past OCR exam questions.

**Subject Advisors**

OCR Subject Advisors provide specialist advice, guidance and support to centres related to our specification, as well as updates on resources and professional development opportunities. Our Subject Advisors work with subject communities through a range of networks to ensure the sharing of ideas and expertise to support teachers.

**Keep up to date with OCR**

To receive the latest information about any of our qualifications, please register for email updates at: www.ocr.org.uk/updates

All AS Level qualifications offered by OCR are accredited by Ofqual, the Regulator for qualifications offered in England.

The accreditation number for OCR's AS Level in Physical Education is QN: 601/8323/8.

## 1b. Why choose an OCR AS Level in Physical Education?

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This practical and engaging course has been developed after feedback from teachers and other key stakeholders, ensuring an inclusive specification that will allow all learners to achieve their potential.

The content has been designed to allow learners to study Physical Education (PE) in an academic setting, enabling them to critically analyse and evaluate their physical performance and apply their experience of practical activity in developing their knowledge and understanding of the subject.

The examined components will provide the knowledge and understanding which underpin the non-exam assessment (NEA). The NEA within this specification allows learners to explore an activity in detail as a performer or coach, chosen from a wide variety of sporting activities. Learners will also analyse and evaluate performance in a chosen activity as part of their NEA.

This course will prepare learners for the further study of PE or sports science courses as well as other related subject areas such as psychology, sociology and biology. Learners will also develop the transferable skills that are in demand by further education, Higher Education and employers in all sectors of industry.

This specification will create confident, independent thinkers and effective decision makers who can operate effectively as individuals or as part of a team – all skills that will enable them to stand out and effectively promote themselves as they progress through life.

With all topic areas of the specification being compulsory, OCR is aware of the need for comprehensive resources covering all areas. Our resourcing provision will support you fully in your teaching of this qualification.

### Aims and learning outcomes

OCR's AS Level in physical education will equip learners with both the depth and breadth of knowledge, understanding and skills relating to scientific, socio-cultural and practical aspects of physical education. This requires them to:

- develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance
- understand how physiological and psychological states affect performance
- understand the key socio-cultural factors that influence people's involvement in physical activity and sport
- understand the role of technology in physical activity and sport
- refine their ability to perform effectively in physical activity and sport by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
- develop their ability to analyse and evaluate to improve performance
- understand the contribution which physical activity makes to health and fitness
- improve as effective and independent learners and as critical and reflective thinkers with curious and enquiring minds.

## 1c. What are the key features of this specification?

The key features of OCR's AS Level in Physical Education for you and your learners are:

- a straightforward structure with clear focussed content
- improved support, resources and teacher guidance
- a wide variety of activities to choose from in the Practical Performances component
- learners are introduced to a wide range of topics enabling them to fully experience the subject
- learners will see 'where they fit in' with physical activity and sport and how to improve their performance
- a synoptic element of learning, meaning learners will gain a deeper understanding of how elements are interrelated
- a quantitative skills element, enabling learners to develop their knowledge and understanding of subject specific skills
- content which is fully co-teachable with the A Level qualification.

## 1d. How do I find out more information?

Whether you are an existing OCR centre, or new to OCR and would like to start delivering this course, please visit www.ocr.org.uk. Or you can contact us directly by email or phone.

Contact details:

Email: PE@ocr.org.uk

Subject web page: www.ocr.org.uk/sport

Twitter: @OCR_PhysEd

Customer Contact Centre: 01223 553998

# 2 The specification overview

## 2a. OCR's AS Level in Physical Education (H155)

Learners take Components 01, 02, 04 and 05 to be awarded the OCR AS Level in Physical Education.

| Content Overview | Assessment Overview |
|---|---|
| **H155/01 Physiological factors affecting performance**<br>This component will assess:<br>• 1.1 Applied anatomy and physiology<br>• 1.2 Exercise physiology<br>• 1.3 Biomechanics, including technology in sport | **Written paper: 1 hour 15 minute**<br>**35% of total AS Level**<br>**70 marks**<br>This paper consists of a mixture of objective response, short and medium length answers, and extended response items. This paper will also include multiple choice questions |
| **H155/02 Psychological and socio-cultural themes in physical education**<br>This component will assess:<br>• 2.1 Skill acquisition<br>• 2.2 Sports psychology<br>• 2.3 Sport and society | **Written paper: 1 hour 15 minute**<br>**35% of total AS Level**<br>**70 marks**<br>This paper consists of a mixture of objective response, short and medium length answers, and extended response items. This paper will also include multiple choice questions. |
| **H155/04 Practical Performances**<br>This component will assess either:<br>• core and advanced skills in **performing** one activity<br>or<br>• core and advanced skills in **coaching** one activity. | **Non-exam assessment (NEA)**<br>**15% of total AS Level**<br>**30 marks**<br>This NEA will consist of one activity taken from the approved list. Learners can be assessed in the role of performer or coach. |
| **H155/05 Evaluating and Analysing Performance for Improvement**<br>This component draws upon the knowledge, understanding and skills a learner has learnt throughout the course and enables them to analyse and evaluate a peer's performance in one activity. | **Non-exam assessment (NEA)**<br>**15% of total AS Level**<br>**30 marks**<br>This NEA will consist of observing a live or recorded performance by a peer and then providing an oral response analysing and critically evaluating the performance. |

**Carry Forward:**
Learners who are retaking the qualification may carry forward their result(s) for the non-exam assessment component(s). See section 4a for details.

## 2b. Content of the AS Level in Physical Education (H155)

The content of OCR's AS level in Physical Education is divided into three components. Each component is further sub divided into topic areas and the detailed content associated with those topics.

**Component 01: Physiological factors affecting performance**

1.1 Applied anatomy and physiology
1.2 Exercise physiology
1.3 Biomechanics, including technology in sport.

**Component 02: Psychological and socio-cultural themes in physical education**

2.1 Skill acquisition
2.2 Sports psychology
2.3 Sport and society.

**Component 04: Practical Performances (NEA)**

Performance or coaching of one activity taken from the approved list.

**Component 05: Evaluating and Analysing Performance for Improvement (NEA)**

This component requires learners to draw upon knowledge, understanding and skills learnt throughout their course of study. This will allow them to analyse and evaluate a peer's performance.

The activity which is analysed and evaluated must be taken from the approved list. Candidates do not need to have performed or coached in this activity.

This specification is designed to be co-teachable with OCR's A Level in Physical Education.

This specification is designed to be co-teachable with OCR's A Level in Physical Education.

## Quantitative skills requirement

In order to be able to develop their skills, knowledge and understanding in physical education, learners need to have acquired quantitative skills that are relevant to the subject content, including:

**Applied anatomy and exercise physiology**

- interpretation of data and graphs relating to:
  - changes within musculo-skeletal, cardio-respiratory and neuro-muscular systems during different types of physical activity and sport
  - quantitative methods for planning, monitoring and evaluating physical training and performance.

**Biomechanics**

- knowledge and use of definitions, equations, formulae and units of measurement
- ability to plot, label and interpret graphs and diagrams.

**Sport psychology and skill acquisition**

- understanding and interpretation of graphical representations associated with sport psychology theories.

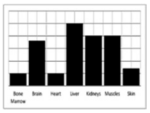
**Sport and society**

- interpretation and analysis of data and graphs relating to participation in physical activity and sport.

**Sport technology**

- understanding of types of and use of data analysis to optimise performance.

The assessment of these skills will represent 5% of the overall AS Level marks. The use of quantitative skills is spread across the components and areas of the specification where this may be assessed are marked with the following symbol:



## Practical examples

The content of this specification allows for practical examples from physical activities and sports to show how theory can be applied and to reinforce understanding.

Areas of the specification where this may be assessed are marked with the following symbol:

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# 2c.1. Content of Physiological factors affecting performance H155/01

Component 01, *Physiological factors affecting performance*, focuses on developing a learner's knowledge of the science behind physical activity. This includes the structure and function of key systems in the human body, the forces that act upon us and the adaptations we make to our bodies through diet and training regimes.

Through the study of this component, learners will gain a deeper understanding of key systems in the body and how they react to changes in diet and exercise. They will also study the effects of force and motion on the body and how these effects can be used in physical activities to our advantage.

## 1.1 Applied anatomy and physiology

This topic focuses on key systems of the human body involved in movement and physical activity.

Learners will develop their knowledge and understanding of the changes within these body systems prior to exercise, during exercise of differing intensities, and during recovery.

Application of this theoretical knowledge will enable learners to understand how changes in physiological states can influence performance in physical activities and sport.

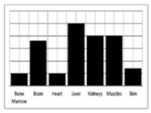
### 1.1.a. Skeletal and muscular systems

Learners will develop their knowledge and understanding of the roles of the skeletal and muscular systems in the performance of movement skills in physical activities and sport.

Knowledge and understanding of the skeletal system is required and should include the structure and functions of the skeletal system, bones, joints and connective tissues.

Knowledge and understanding of planes of movement, the roles of muscles and types of contraction will be developed. Learners will also be able to analyse movement in physical activities and sport applying the underlying knowledge of muscular contraction.

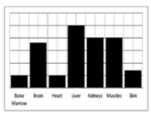
| Topic area | Content |
|---|---|
| Joints, movements and muscles<br> | • shoulder:<br>○ flexion, extension, abduction, adduction, horizontal flexion/ extension, medial and lateral rotation, circumduction<br>○ deltoid, latissimus dorsi, pectoralis major, trapezius, teres minor<br>• elbow:<br>○ flexion, extension<br>○ biceps brachii, triceps brachii<br>• wrist:<br>○ flexion, extension<br>○ wrist flexors, wrist extensors<br>• hip:<br>○ flexion, extension, abduction, adduction, medial and lateral rotation<br>○ iliopsoas, gluteus maximus, medius and minimus, adductor longus, brevis and magnus<br>• knee:<br>○ flexion, extension<br>○ hamstring group: biceps femoris, semi-membranosus, semi-tendinosus<br>○ quadriceps group: rectus femoris, vastus lateralis, vastus intermedius and vastus medialis<br>• ankle:<br>○ dorsi flexion, plantar flexion<br>○ tibialis anterior, soleus, gastrocnemius<br>• planes of movement:<br>○ frontal<br>○ transverse<br>○ sagittal. |
| Functional roles of muscles and types of contraction<br> | • roles of muscles:<br>○ agonist<br>○ antagonist<br>○ fixator<br>• types of contraction:<br>○ isotonic<br>○ concentric<br>○ eccentric<br>○ isometric. |

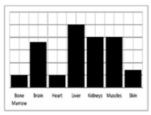
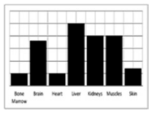
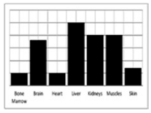
| Topic area | Content |
|---|---|
| Analysis of movement<br> <br>  | • analyse movement with reference to:<br>○ joint type<br>○ movement produced<br>○ agonist and antagonist muscles involved<br>○ type of muscle contraction taking place. |
| Skeletal muscle contraction<br> | • the structure and role of motor units in skeletal muscle contraction<br>• nervous stimulation of the motor unit:<br>○ motor neuron<br>○ action potential<br>○ neurotransmitter<br>○ 'all or none' law. |
| Muscle contraction during exercise of differing intensities and during recovery<br> | • muscle fibre types<br>○ slow oxidative<br>○ fast oxidative glycolytic<br>○ fast glycolytic<br>• recruitment of different fibre types during exercise of differing intensities and during recovery. |

## 1.1.b. Cardiovascular and respiratory systems

Learners will know key terms and develop their knowledge and understanding of the cardiovascular and respiratory systems at rest, during exercise and during recovery.

Knowledge and understanding of the recovery system and how the body returns to its pre-exercise state will also be developed.

| Topic area | Content |
|---|---|
| Cardiovascular system at rest<br>  | • relationship between, and resting values for:<br>○ heart rate<br>○ stroke volume<br>○ cardiac output<br>○ methods of calculating the above<br>• cardiac cycle:<br>○ diastole<br>○ systole<br>• conduction system of the heart linked to the cardiac cycle. |

| Topic area | Content |
|---|---|
| Cardiovascular system during exercise of differing intensities and during recovery<br> <br>  | • effect of differing intensities of exercise and recovery on:<br>○ heart rate<br>○ stroke volume<br>○ cardiac output<br>○ methods of calculating the above<br>• redistribution of cardiac output during exercise of differing intensities and during recovery:<br>○ vascular shunt mechanism<br>○ role of the vasomotor centre<br>○ role of arterioles<br>○ role of pre-capillary sphincters<br>• mechanisms of venous return during exercise of differing intensities and during recovery<br>• regulation of heart rate:<br>○ neural factors<br>○ hormonal factors<br>○ intrinsic factors. |
| Respiratory system at rest<br>  | • relationship between and resting values for:<br>○ breathing frequency<br>○ tidal volume<br>○ minute ventilation<br>○ methods of calculating the above<br>• mechanics of breathing at rest and the muscles involved:<br>○ diaphragm<br>○ external intercostals<br>• gas exchange<br>○ at the alveoli<br>○ at the muscles. |
| Respiratory system during exercise of differing intensities and during recovery<br> <br>  | • effect of differing intensities of exercise and recovery on:<br>○ breathing frequency<br>○ tidal volume<br>○ minute ventilation<br>• mechanics of breathing during exercise of differing intensities and during recovery, including additional muscles involved:<br>○ inspiration-sternocleidomastoid, pectoralis minor<br>○ expiration-internal intercostals, rectus abdominis<br>• regulation of breathing during exercise of different intensities and during recovery<br>○ neural control<br>○ chemical control<br>• effect of differing intensities of exercise and recovery on gas exchange at the alveoli and at the muscles<br>○ changes in pressure gradient<br>○ changes in dissociation of oxyhaemoglobin. |

## 1.2 Exercise physiology

This topic will focus on how key factors can affect the body's ability to exercise during physical activities and sport.

Learners will develop their knowledge and understanding of diet, nutrition and ergogenic aids and their effects on physical activity and performance.

Learners will know about physical preparation and different training methods in relation to improving and maintaining physical activity and performance. Knowledge and understanding will also be developed of the impact of training on preventing lifestyle-related diseases.

Learners will also develop their knowledge and understanding of how physiological adaptations resulting from training and lifestyle affect the efficiency of these body systems.

2

### 1.2.a. Diet and nutrition and their effect on physical activity and performance

Learners will develop their knowledge and understanding of the components and functions of a balanced diet, as well as being able to relate diet, hydration and dietary supplements to optimising performance in physical activities and sports. Knowledge and understanding will also be developed with ergogenic aids and how they are used to improve sports performance.

| Topic area | Content |
|---|---|
| Diet and nutrition | • function and importance of the components of a healthy, balanced diet:<br>○ carbohydrates<br>○ proteins<br>○ fats<br>○ minerals<br>○ vitamins<br>○ fibre<br>○ water<br>• energy intake and expenditure; energy balance in physical activity and performance. |
| Ergogenic aids | • use of ergogenic aids; potential benefits and risks:<br>○ pharmacological aids:<br>– anabolic steroids<br>– erythropoietin (EPO)<br>– human growth hormone (HGH)<br>○ physiological aids:<br>– blood doping<br>– intermittent hypoxic training (IHT)<br>– cooling aids<br>○ nutritional aids:<br>– amount of food<br>– composition of meals<br>– timing of meals<br>– hydration<br>– glycogen/carbohydrate loading<br>– creatine<br>– caffeine<br>– bicarbonate<br>– nitrate. |

## 1.2.b. Preparation and training methods in relation to improving and maintaining physical activity and performance

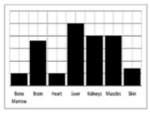
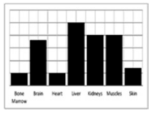
Learners will develop their knowledge and understanding of aerobic training, methods of evaluating aerobic capacity and factors affecting $VO_2$ max, as well as applying the importance of this training to physical activities and sports.

Strength and flexibility training will also be covered, including knowledge and understanding of the types of strength and flexibility training, factors that affect strength and flexibility and methods of evaluating strength and flexibility. Learners will also be able to understand how training can be used to develop strength and flexibility through different training activities and how the body adapts to such training.

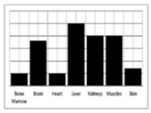
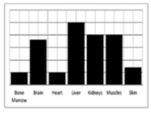
Learners will also develop their knowledge and understanding of the periodisation of training and how to plan personal health and fitness programmes.

Learners will also develop their knowledge and understanding of the impact of training on lifestyle-related diseases that affect the cardiovascular and respiratory systems.



| Topic area | Content |
|---|---|
| Aerobic training<br> <br>  | • aerobic capacity and maximal oxygen uptake ($VO_2$max)<br>• how $VO_2$ max is affected by:<br>○ individual physiological make-up<br>○ training<br>○ age<br>○ gender<br>• methods of evaluating aerobic capacity:<br>○ laboratory test of $VO_2$max using direct gas analysis<br>○ NCF multi-stage fitness test<br>○ Queen's College step test<br>○ Cooper 12 minute run<br>• intensity and duration of training used to develop aerobic capacity:<br>○ continuous training<br>○ high intensity interval training (HIIT)<br>• the use of target heart rates as an intensity guide<br>• physiological adaptations to aerobic training:<br>○ cardiovascular<br>○ respiratory<br>○ muscular<br>○ metabolic<br>• activities and sports in which aerobic capacity is a key fitness component. |
| Strength training<br>  | • types of strength:<br>○ strength endurance<br>○ maximum strength<br>○ explosive/elastic strength<br>○ static and dynamic strength |

2

| Topic area | Content |
|---|---|
| Strength training cont.<br> <br>  | • factors that affect strength:<br>○ fibre type<br>○ cross sectional area of the muscle<br>• methods of evaluating each type of strength:<br>○ grip strength dynamometer<br>○ 1 Repetition Maximum(1RM)<br>○ press up or sit-up test<br>○ vertical jump test<br>• training to develop strength:<br>○ repetitions<br>○ sets<br>○ resistance guidelines used to improve each type of strength<br>○ use of multi-gym<br>○ weights<br>○ plyometrics<br>○ circuit/interval training<br>– work intensity<br>– work duration<br>– relief interval<br>– number of work/relief intervals<br>• physiological adaptations to strength training<br>○ muscle and connective tissues<br>○ neural<br>○ metabolic<br>• activities and sports in which strength is a key fitness component. |
| Flexibility training<br> <br>  | • types of flexibility:<br>○ static flexibility (active and passive)<br>○ dynamic flexibility<br>• factors that affect flexibility:<br>○ type of joint<br>○ length of surrounding connective tissue<br>○ age<br>○ gender<br>• methods of evaluating flexibility:<br>○ sit and reach test<br>○ goniometer<br>• training used to develop flexibility:<br>○ passive stretching<br>○ proprioceptive neuromuscular facilitation (PNF)<br>○ static stretching<br>○ dynamic stretching<br>○ ballistic stretching<br>○ isometric stretching<br>• physiological adaptations to flexibility training:<br>○ muscle and connective tissues<br>• activities and sports in which flexibility is a key fitness component. |

| Topic area | Content |
|---|---|
| Periodisation of training | • periodisation cycles:<br>  ○ macrocycle<br>  ○ mesocycle<br>  ○ microcycle<br>• phases of training:<br>  ○ preparatory<br>  ○ competitive<br>  ○ transition<br>• tapering to optimise performance<br>• how to plan personal health and fitness programmes for each of the principles of training named above. |
| Impact of training on lifestyle diseases | • the effect of training on lifestyle diseases:<br>  ○ cardiovascular system:<br>  – coronary heart disease (CHD)<br>  – stroke<br>  – atherosclerosis<br>  – heart attack<br>  ○ respiratory system<br>  – asthma<br>  – chronic obstructive pulmonary disease (COPD). |

## 1.3 Biomechanics

This topic will focus on the biomechanics of movement. It involves the study of force and its effect on human movement in physical activities and sports.

The ultimate goal of biomechanics is to improve performance and the prevention and treatment injury by optimising technique, training and equipment in physical activity and sport.

The study of biomechanical movement will allow learners to develop their knowledge and understanding of the more technical aspects of performance and participation in physical activity and sport and evaluate their own and others' effectiveness and efficiency.

This topic will develop learners' knowledge and understanding of biomechanical principles, including defining and applying Newton's Laws. The concept of force will be understood along with being able to draw and understand free body diagrams.

Learners will develop their knowledge and understanding of levers and the mechanical advantage of the second class lever, as well as the use of technology to analyse movement and improve performance.

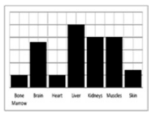
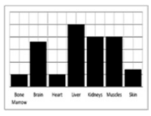
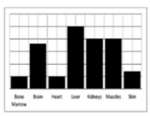
## 1.3.a. Biomechanical principles, levers and the use of technology

Learners will be able to develop their knowledge and understanding of the underlying biomechanical principles related to Newton's Laws and force, including the factors affecting air resistance and how this knowledge is applied to sports performance.

Learners will be able to calculate force, momentum, acceleration and weight.

The components of a lever system will be known for 1st, 2nd and 3rd class levers.

Learners will also develop their knowledge and understanding of the use of technology to analyse movement and improve performance.

| Topic area | Content |
|---|---|
| Biomechanical principles<br> <br>  | • Define and apply Newton's laws of motion:<br>○ Newton's first law: inertia<br>○ Newton's second law: acceleration<br>○ Newton's third law: reaction<br>• Force:<br>○ net force<br>○ balanced and unbalanced force<br>○ weight<br>○ reaction<br>○ friction<br>○ air resistance<br>○ factors affecting friction and air resistance and their manipulation in sporting performance<br>○ free body diagrams showing vertical and horizontal forces acting on a body at an instant in time and the resulting motion<br>○ calculations of force, momentum, acceleration and weight<br>○ definition of centre of mass<br>○ factors affecting the position of the centre of mass<br>○ the relationship between centre of mass and stability. |
| Levers<br> <br>  | • components of a lever system:<br>○ load<br>○ effort<br>○ fulcrum<br>○ effort arm<br>○ load arm<br>• 1st class lever<br>• 2nd class lever<br>• 3rd class lever<br>• mechanical advantage of a 2nd class lever. |
| Analysis through the use of technology<br>  | • definitions and uses of:<br>○ limb kinematics<br>○ force plates<br>○ wind tunnels<br>• how each type of technology may be used to optimise performance in sport. |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## 2c.2. Content of Psychological and socio-cultural themes in physical education (H155/02)

Component 02, *Psychological and socio-cultural themes in physical education* focuses on the psychological factors affecting physical activities and sports, including: models and theories that affect learning and performance in physical activities; how different methods of training and feedback work and why their effectiveness differs from person to person; group dynamics and the effects of leadership and stress on performers.

Through the study of this component, learners will gain a deeper understanding of the underlying psychological factors that influence our performance in physical activity and sport. They will learn how to apply the theories to practical examples, giving guidance and feedback in constructive ways that are suited to that individual's personality; therefore assisting in developing practical performance in physical activities and sports.



### 2.1 Skill acquisition

This topic will develop learners' knowledge and understanding of the role of skill acquisition in performance of physical activities and sports. It aims to develop knowledge and understanding of the principles required in order to optimise the learning of new, and the development of existing, skills.

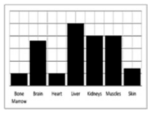
Learners will develop an understanding of the importance of being able to classify skills in order to select the most suitable approach to the learning of motor skills.

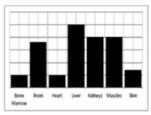
This topic will look at the underlying factors required for effective and efficient performance. Learners will also gain a detailed understanding of the significance the environment and conditions in which new skills are learned play on the success of acquiring these motor skills.

Knowledge and understanding will also be developed in the different approaches and theories to teaching new skills as well as the guidance and feedback used to support this. Focus will also be placed on enhancing existing skills and the opportunities to transfer between the two.

Through application of knowledge gained from this topic, learners will be able to develop their skills in other sporting roles such as coach or leader, as well as directly relating it to their own performance.

2

| Topic area | Content |
|---|---|
| Classification of skills | • Justification of placement of skills on continua:<br>○ difficulty (simple/complex)<br>○ environmental influence (open/closed)<br>○ pacing (self-paced/externally paced)<br>○ muscular involvement (gross/fine)<br>○ continuity (discrete/serial/continuous)<br>○ organisation (low/high). |
| Types and methods of practice | • characteristics and uses of each:<br>○ part practice<br>○ whole practice<br>○ whole/part-whole practice<br>○ progressive/part practice<br>○ massed practice<br>○ distributed practice<br>○ fixed practice<br>○ varied practice. |
| Transfer of skills | • types of transfer:<br>○ positive<br>○ negative<br>○ proactive<br>○ retroactive<br>○ bilateral<br>• know and understand the ways of optimising the effect of positive transfer<br>• know and understand the ways of limiting the effect of negative transfer. |
| Principles and theories of learning movement skills | • theories of learning:<br>○ operant conditioning<br>○ cognitive theory of learning<br>○ Bandura's theory of social/observational learning. |
| Stages of learning | • characteristics of the stages of learning:<br>○ cognitive<br>○ associative<br>○ autonomous. |
| Guidance  | • types and uses of guidance:<br>○ verbal guidance<br>○ visual guidance<br>○ manual guidance<br>○ mechanical guidance<br>• advantages and disadvantages of using each type of guidance. |

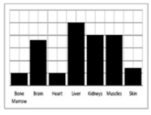
| Topic area | Content |
|---|---|
| Feedback<br> <br>  | • types and uses of feedback:<br>○ intrinsic<br>○ extrinsic<br>○ positive<br>○ negative<br>○ knowledge of performance<br>○ knowledge of results<br>• advantages and disadvantages of using each type of feedback. |

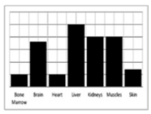
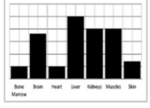


## 2.2 Sports psychology

In this topic, learners will develop their knowledge and understanding of the psychological factors that can affect performers in physical activity and sport.

Learner's knowledge and understanding will be developed on the individual differences affecting individuals in sports performance; group and team dynamics in sport and the importance of goal setting in sports performance.

| Topic area | Content |
|---|---|
| Individual differences<br> <br>  | • personality<br>○ definition of personality<br>○ theories of personality:<br>– trait – extroversion/introversion, stable/unstable, type a/type b<br>– social learning<br>– interactionist<br>• attitudes<br>○ definition of attitude<br>○ factors affecting attitude formation<br>○ components of attitude:<br>– cognitive<br>– affective<br>– behavioural<br>○ methods of attitude change:<br>– persuasive communication<br>– cognitive dissonance<br>• motivation<br>○ defintions of:<br>– intrinsic motivation<br>– extrinsic motivation<br>○ uses and effects of:<br>– intrinsic motivation<br>– extrinsic motivation |

| Topic area | Content |
|---|---|
| Individual differences cont.<br> <br>  | • arousal<br>○ definition of arousal<br>○ effects of arousal:<br>– drive theory<br>– inverted U theory<br>– catastrophe theory<br>• anxiety<br>○ definition of anxiety<br>○ types of anxiety:<br>– state and trait<br>○ response to anxiety:<br>– somatic and cognitive<br>– zone of optimal functioning<br>• aggression<br>○ definition of aggression<br>○ theories of aggression:<br>– instinct<br>– social learning<br>– frustration-aggression hypothesis<br>– aggressive cue hypothesis<br>• social facilitation<br>○ definition of social facilitation and social inhibition<br>○ the effect of an audience on:<br>– introverts/extroverts<br>– beginners/experts<br>– simple/complex skills<br>– gross/fine skills<br>○ evaluative apprehension<br>○ strategies to minimise social inhibition. |
| Group and team dynamics in sport<br> | • definition of a group<br>• the formation of groups and sports teams using stages of group development<br>○ forming<br>○ storming<br>○ norming<br>○ performing<br>• Steiner's model of group effectiveness<br>• Ringelmann effect and social loafing. |
| Goal setting in sports performance<br> <br>  | • importance and effectiveness of goal-setting<br>○ for attentional focus<br>○ persistence on tasks<br>○ raising confidence and self-efficacy<br>○ control of arousal and anxiety<br>○ to monitor performance<br>○ the SMART principle (Specific, Measurable, Achievable, Recorded, Time phased). |

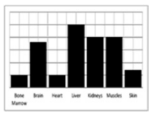
## 2.3 Sport and society

In this topic, learners will develop their knowledge and understanding of how physical activity and sport have developed through time and the factors that shape contemporary sport.

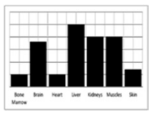
Learners will study the emergence and evolution of modern sport and how social and cultural factors shaped the characteristics of sports and pastimes in pre-industrial and post-industrial Britain. For this topic area it may be beneficial to include the use of case studies in particular sports (for example football, tennis, athletics or cricket) which can be charted through the different time periods covered.

The impact of the modern Olympic Games will be understood as well as the impact on society of hosting global sporting events. Learners will also understand the nature of global sporting events and how they reflect and are impacted upon by social issues.



| Topic area | Content |
|---|---|
| Emergence and evolution of modern sport<br> <br>  | • how social and cultural factors shaped the characteristics of, and participation in, sports and pastimes in pre-industrial Britain:<br>○ social class<br>○ gender<br>○ law and order<br>○ education/literacy<br>○ availability of time<br>○ availability of money<br>○ type and availability of transport<br>• how social and cultural factors shaped the characteristics of, and participation in, sport in post 1850 industrial Britain:<br>○ social class<br>– amateurism and professionalism<br>○ gender/changing status of women<br>○ law and order<br>○ education/literacy<br>○ availability of time/changing work conditions<br>○ availability of money<br>○ transport – notably the railways |

2

| Topic area | Content |
|---|---|
| Emergence and evolution of modern sport cont.<br> <br>  | ○ influence of public schools:<br>– on the promotion and organisation of sports and games<br>– on the promotion of ethics through sports and games<br>– the 'cult' of athleticism – meaning, nature and impact<br>– on the spread and export of games and the games ethic<br>• how social factors shaped the characteristics of, and participation in, sport in 20th century Britain:<br>○ class<br>– amateurism and professionalism<br>○ gender/changing role and status of women<br>○ law and order<br>○ education<br>○ availability of time<br>○ availability of money<br>○ transport<br>• how contemporary factors are shaping the characteristics of, and participation in, sport in the 21st century:<br>○ class<br>– amateurism and professionalism<br>○ gender/changing role and status of women<br>○ law and order<br>○ education<br>○ availability of time<br>○ availability of money<br>○ transport<br>○ globalisation of sport<br>– media coverage<br>– freedom of movement for performers<br>– greater exposure of people to sport. |
| Global sporting events<br> | • the modern Olympic Games<br>○ background and aims (1896)<br>○ political exploitation of the Olympic Games<br>– Berlin 1936, Third Reich Ideology<br>– Mexico City 1968 'Black Power' demonstration<br>– Munich 1972 Palestinian terrorism<br>– Moscow 1980 boycott lead by USA<br>– Los Angeles 1984 boycott by Soviet Union<br>• hosting global sporting events<br>○ positive and negative impacts on the host country/city of hosting a global sporting event (such as the Olympic Games or FIFA World Cup)<br>– sporting<br>– social<br>– economic<br>– political. |

## 2d. Content of Practical Performances (NEA) (H155/04)

Learners are internally assessed through the NEA in one practical activity from the approved list. Learners can be assessed in the role of performer or coach.

For the practical performances approved activities list see section 2e of the OCR Advanced Subsidiary and Advanced GCE in Physical Education Guide to non-exam assessment.

Learners are required to demonstrate effective performance, the use of tactics or techniques and the ability to observe the rules and conventions under applied conditions.

This component is internally marked using the assessment criteria found in section 2b.3 (performance) and section 2c.1 (coaching) of the OCR Advanced Subsidiary and Advanced GCE in Physical Education Guide to non-exam assessment.

Teachers must refer to and follow the OCR Advanced Subsidiary and Advanced GCE in Physical Education Guide to non-exam assessment for further detail on this area of assessment.



## 2e. Content of Evaluating and Analysing Performance for Improvement (NEA) (H155/05)

Learners are internally assessed through the NEA in Evaluating and Analysing Performance for Improvement (EAPI).

For the approved activities list see section 2e of the OCR Advanced Subsidiary and Advanced GCE in Physical Education Guide to non-exam assessment.

Learners will observe a live or recorded performance by a peer in either their own assessed performance activity or another activity from the approved list. Through observation, learners will provide an oral response analysing and critically evaluating their peers' performance.

Teachers must refer to and follow the OCR Advanced Subsidiary and Advanced GCE in Physical Education Guide to non-exam assessment for further detail on this area of assessment.

## 2f. Prior knowledge, learning and progression

- No prior knowledge, skills, understanding or learning of the subject is required.
- The specification builds on, but does not depend on, the knowledge, understanding and skills from GCSE (9–1) in Physical Education.
- Throughout the course of study learners are encouraged to develop an awareness of the role of Physical Education in society and its application to many situations.
- This qualification is therefore suitable for learners intending to pursue any career for which an understanding of the human body or human behaviour is desirable. This qualification is also suitable for any further study in social sciences, or as part of a course of general education.
- Other avenues of progression for candidates would include careers in: sport and physical activity, PE teaching, Physiotherapy, Personal Trainer and Sports coach.

# 3 Assessment of AS Level in Physical Education

## 3a. Forms of assessment

OCR's AS Level in Physical Education consists of two components that are externally assessed and two components that are internally assessed by the centre and externally moderated by OCR.

Components 01 and 02 will be assessed using a mixture of objective response and multiple choice questions, short and medium length answers and extended response items. Relevant contextual information, data sources and stimulus material will be used in relation to questions as appropriate. These components assess AO1, AO2 and AO3.

Components 04 and 05 will be assessed via NEA, which will include both performance and the Evaluation and Analysis of Performance for Improvement (EAPI).
These components assess AO4.



## 3b. Assessment objectives

There are four assessment objectives in OCR's AS Level in Physical Education. These are detailed in the table below.

Learners are expected to demonstrate their ability to:

| Assessment Objectives | |
|---|---|
| **AO1** | Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. |
| **AO2** | Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. |
| **AO3** | Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport. |
| **AO4** | • Demonstrate and apply relevant skills and techniques in physical activity and sport.<br>• Analyse and evaluate performance. |

## AO weightings in AS Level in Physical Education

The relationship between the assessment objectives and the components are shown in the following table:

| Component | % of overall AS level in Physical Education (H155) | | | |
|---|---|---|---|---|
| | AO1 | AO2 | AO3 | AO4 |
| 01: Physiological factors affecting performance | 12.5 | 12.5 | 10 | 0 |
| 02: Psychological and socio-cultural themes in physical education | 12.5 | 12.5 | 10 | 0 |
| 04: Practical Performances | 0 | 0 | 0 | 15 |
| 05: Evaluating and Analysing Performance for Improvement | 0 | 0 | 0 | 15 |
| **Total** | **25%** | **25%** | **20%** | **30%** |



## 3c. Total qualification time

Total qualification time (TQT) is the total amount of time, in hours, expected to be spent by a learner to achieve a qualification. It includes both guided learning hours and hours spent in preparation, study, and assessment. The total qualification time for AS Level Physical Education is 180 hours. The total guided learning time is 180 hours.

## 3d. Qualification availability outside of England

This qualification is available in England. For Wales and Northern Ireland please check the Qualifications in Wales Portal (QIW) or the Northern Ireland Department of Education Performance Measures / Northern Ireland Entitlement Framework Qualifications Accreditation Number (NIEFQAN) list to see current availability.

## 3e. Language

This qualification is available in English only. All assessment materials are available in English only and all candidate work must be in English.

## 3f. Assessment availability

There will be

- **one** examination series available each year in May/June to **all** learners.

All components must be taken in the same examination series at the end of the course.

This specification will be certificated from the June 2021 examination series onwards.

## 3g. Retaking the qualification



Learners can retake the qualification as many times as they wish. Learners must retake all examined components. They can choose to either retake the non-exam assessment (NEA) or carry forward (re-use) their most recent result(s).

Learners who took their NEA in 2017, 2018, 2019 and 2020 can only carry forward their result for the NEA which includes both the performance and the EAPI.

Learners who have taken their NEA in 2021 onwards can choose whether to carry forward their result for the *Practical Performances* component, the *Evaluating and Analysing Performance for Improvement component*, or both components.

Section 4a details the carry forward entry options available.

## 3h. Assessment of extended response

The assessment materials for this qualification provide learners with the opportunity to demonstrate their ability to construct and develop a sustained and coherent line of reasoning and marks for extended responses are integrated into the marking criteria.

## 3i. Non-exam assessment

Full details for the completion and administration of the NEA for OCR's AS Level in Physical Education can be found in the accompanying 'OCR AS and GCE guide to NEA in Physical Education'.

## 3j. Synoptic assessment

- Synoptic assessment is the learners understanding of the connections between different elements of the subject. It involves the explicit drawing together of knowledge, skills and understanding within different parts of the AS Level course.
- The emphasis of synoptic assessment is to encourage the understanding of physical education as a discipline.
- Learners are encouraged to think holistically and develop their skills of thinking as a practitioner of Physical Education.
- Synoptic assessment is included within Components 01, 02 and 05.
- Within examined Components 01 and 02, each assessment will contain an extended response question which requires learners to draw together knowledge from more than one topic within the component and demonstrate their understanding of how the topics interrelate.
- In Component 05, the Evaluating and Analysing Performance task requires learners to draw upon knowledge and understanding from across the course of study in their response.



## 3k. Calculating qualification results

A learner's overall qualification grade for OCR's AS Level in Physical Education will be calculated by adding together their marks from the four components taken to give their total weighted mark. This mark will then be compared to the qualification level grade boundaries for the entry option taken by the learner and for the relevant exam series to determine the learner's overall qualification grade.

# 4 Admin: what you need to know

The information in this section is designed to give an overview of the processes involved in administering this qualification so that you can speak to your exams officer. All of the following processes require you to submit something to OCR by a specific deadline.

More information about the processes and deadlines involved at each stage of the assessment cycle can be found in the Administration area of the OCR website.

OCR's *Admin overview* is available on the OCR website at http://www.ocr.org.uk/administration.

## 4a. Entries

Entries provide OCR with detailed data for each learner, showing each assessment to be taken. It is essential that you use the correct entry code, considering the relevant entry rules and ensuring that you choose the entry option for the moderation you intend to use.

Entries must be submitted to OCR by the published deadlines or late entry fees will apply.

All learners taking an AS Level in Physical Education must be entered for one of the following entry options:



| Entry option | | Components | | |
|---|---|---|---|---|
| **Entry code** | **Title** | **Code** | **Title** | **Assessment type** |
| H155 A | Physical Education | 01 | Physiological factors affecting performance | External assessment |
| | | 02 | Psychological and socio-cultural themes in physical education | External assessment |
| | | 04 | Practical Performances | Non-exam assessment (Visiting moderation) |
| | | 05 | Evaluating and Analysing Performance for Improvement (EAPI) (moderated postal) | Non-exam assessment (External moderation) |
| **H155 B** | Physical Education | 01 | Physiological factors affecting performance | External Assessment |
| | | 02 | Psychological and socio-cultural themes in physical education | External Assessment |
| | | 04 | Practical Performances | Non-exam assessment (Visiting moderation) |
| | | 06 | Evaluating and Analysing Performance for Improvement (EAPI) (moderated upload) | Non-exam assessment (Moderated upload) |

## Carrying Forward NEA from 2017, 2018, 2019 and 2020

Entry option H155 C should **only** be selected for learners who are retaking the qualification who took their NEA in 2017, 2018, 2019 or 2020 and want to carry forward their mark for their entire non-exam assessment.

| Entry option | | Components | | |
|---|---|---|---|---|
| **Entry code** | **Title** | **Code** | **Title** | **Assessment type** |
| H155 C | Physical Education (Carry Forward NEA from 2017, 2018, 2019 and 2020 series only) | 01 | Physiological factors affecting performance | External assessment |
| | | 02 | Psychological and socio-cultural themes in physical education | External assessment |
| | | 80 | Performance in Physical Education (Carried Forward) | Non-exam assessment (Carry Forward) |

## Carrying Forward NEA from 2021 series onwards

Entry option H155 CA, CB and CC should **only** be selected for learners who are retaking the qualification and who took their NEA in 2021 onwards. These learners can decide whether to carry forward their mark(s) for the *Practical Performances* component, the *Evaluating and Analysing Performance for Improvement* component or both components.

| Entry option | | Components | | |
|---|---|---|---|---|
| **Entry code** | **Title** | **Code** | **Title** | **Assessment type** |
| **H155CA** | Physical Education (Carry Forward 'Performance or Coaching') (EAPI - moderated postal) | 01 | Physiological factors affecting performance | External Assessment |
| | | 02 | Psychological and socio-cultural themes in physical education | External Assessment |
| | | 81 | Practical Performances | Non-exam assessment (Carried forward) |
| | | 05 | Evaluating and Analysing Performance for Improvement | Non-exam assessment (Postal moderation) |

| Entry option | | Components | | |
|---|---|---|---|---|
| **Entry code** | **Title** | **Code** | **Title** | **Assessment type** |
| **H155CB** | Physical Education (Carry Forward 'EAPI') | 01 | Physiological factors affecting performance | External Assessment |
| | | 02 | Psychological and socio-cultural themes in physical education | External Assessment |
| | | 04 | Practical Performances | Non-exam assessment (Carried forward) |
| | | 82 | Evaluating and Analysing Performance for Improvement (EAPI) (Carried Forward) | Non-exam assessment (Moderated upload) |
| **H155CC** | Physical Education (Carry Forward 'Performance or Coaching' and 'EAPI') | 01 | Physiological factors affecting performance | External Assessment |
| | | 02 | Psychological and socio-cultural themes in physical education | External Assessment |
| | | 81 | Practical Performances | Non-exam assessment (Visiting moderation) |
| | | 82 | Evaluating and Analysing Performance for Improvement (EAPI) (Carried Forward) | Non-exam assessment (Carry forward) |
| **H155CD** | Physical Education (Carry Forward 'Performance or Coaching') (EAPI - moderated upload) | 01 | Physiological factors affecting performance | External Assessment |
| | | 02 | Psychological and socio-cultural themes in physical education | External Assessment |
| | | 81 | Practical Performances | Non-exam assessment (Carried forward) |
| | | 06 | Evaluating and Analysing Performance for Improvement (EAPI) (moderated upload) | Non-exam assessment (Carry Forward) |

## Collecting evidence of student performance to ensure resilience in the qualifications system

Regulators have published guidance on collecting evidence of student performance as part of long-term contingency arrangements to improve the resilience of the qualifications system. You should review and consider this guidance when delivering this qualification to students at your centre.

For more detailed information on collecting evidence of student performance please visit our website at: https://www.ocr.org.uk/administration/general-qualifications/assessment/.

## 4b. Special consideration

Special consideration is a post–assessment adjustment to marks or grades to reflect temporary injury, illness or other indisposition at the time the assessment was taken.

Detailed information about eligibility for special consideration can be found in the JCQ publication *A guide to the special consideration process.*

## 4c. External assessment arrangements

Regulations governing examination arrangements are contained in the JCQ publication *Instructions for conducting examinations*.

Learners are permitted to use a scientific or graphical calculator for component 01. Calculators are subject to the rules in the document *Instructions for Conducting Examinations* published annually by JCQ (www.jcq.org.uk).



### Head of centre annual declaration

The Head of Centre is required to provide a declaration to the JCQ as part of the annual NCN update, conducted in the autumn term, to confirm that the centre is meeting all of the requirements detailed in the specification.

Any failure by a centre to provide the Head of Centre Annual Declaration will result in your centre status being suspended and could lead to the withdrawal of our approval for you to operate as a centre.

### Private candidates

Private candidates may enter for OCR assessments.

A private candidate is someone who pursues a course of study independently but takes an examination or assessment at an approved examination centre. A private candidate may be a part-time student, someone taking a distance learning course, or someone being tutored privately. They must be based in the UK.

OCR's AS Level in Physical Education requires learners to complete non-examined assessment. This is an essential part of the course and will allow learners to develop skills for further study or employment.

Private candidates need to contact OCR approved centres to establish whether they are prepared to host them as a private candidate. The centre may charge for this facility and OCR recommends that the arrangement is made early in the course.

Further guidance for private candidates may be found on the OCR website: http://www.ocr.org.uk.

## 4d. Admin of non-exam assessment

Regulations governing arrangements for internal assessments are contained in the JCQ *Instructions for conducting non-examination assessments*.

### Authentication of learners' work

Centres must declare that the work submitted for assessment is the learner's own by completing a centre authentication form (CCS160). This information must be retained at the centre and be available on request to either OCR or the JCQ centre inspection service.

It must be kept until the deadline has passed for centres to submit an Enquiry About Results (EAR). Once this deadline has passed and centres have not requested an EAR, this evidence can be destroyed.

### Internal standardisation

Centres must carry out internal standardisation to ensure that marks awarded by different teachers are accurate and consistent across all learners entered for the component from that centre.



### Moderation

The purpose of moderation is to bring the marking of internally assessed components in all participating centres to an agreed standard. This is achieved by checking a sample of each centre's marking of learners' work.

The moderation of Component 04, Practical Performances, will be conducted via visiting moderation.

The moderation for Evaluating and Analysing Performance for Improvement, will be conducted via postal moderation, where you post the sample of work to the moderator, or by digital upload.

Centres will receive the outcome of moderation for each NEA component when the provisional results are issued. This will include:

Moderation Adjustments Report – Listing any scaling that has been applied to internally assessed components.

Moderator Report to Centres – A brief report by the moderator on the internal assessment of learners' work.

Full details of the visiting moderation process can be found in the OCR's AS and A Level Physical Education guide to non-exam assessment (NEA).

### Carrying forward non-exam assessment (NEA)

Learners who are retaking the qualification can choose to either retake the non-exam assessment or carry forward their most recent result(s).

Learners who took their NEA in 2017, 2018, 2019 and 2020 can **only** carry forward their result for the NEA which includes both the performance and the EAPI.

Learners who have taken their NEA in 2021 onwards can choose whether to carry forward their result for the *Practical Performances* component, the *Evaluating and Analysing Performance for Improvement* component, or both components.

Section 4a details the carry forward entry options available.

Learners must decide at the point of entry whether they are going to carry forward the NEA result(s) or not.

The result for the NEA component(s) may be carried forward for the lifetime of the specification and there is no restriction on the number of times the result may be carried forward. However, only the most recent non-absent result(s) may be carried forward.

When the result is carried forward, the grade boundaries from the previous year of entry will be used to calculate a new weighted mark for the carried forward component, so the value of the original mark is preserved.

## 4e. Results and certificates

### Grade Scale

AS Level qualifications are graded on the scale: A, B, C, D, E, where A is the highest. Learners who fail to reach the minimum standard for E will be Unclassified (U).

Only subjects in which grades A to E are attained will be recorded on certificates.

### Results

Results are released to centres and learners for information and to allow any queries to be resolved before certificates are issued.

Centres will have access to the following results' information for each learner:

- the grade for the qualification
- the raw mark for each component
- the total weighted mark for the qualification.

The following supporting information will be available:

- raw mark grade boundaries for each component
- weighted mark grade boundaries for each entry option.

Until certificates are issued, results are deemed to be provisional and may be subject to amendment.

## 4f. Post-results services

A number of post-results services are available:

- **Review of Results** – If you are not happy with the outcome of a learner's results, centres may submit a review of results.
- **Missing and incomplete results** – This service should be used if an individual subject result for a learner is missing, or the learner has been omitted entirely from the results supplied.
- **Access to scripts** – Centres can request access to marked scripts.

## 4g. Malpractice

Any breach of the regulations for the conduct of examinations and non-exam assessment work may constitute malpractice (which includes maladministration) and must be reported to OCR as soon as it is detected.

Detailed information on malpractice can be found in the JCQ publication *Suspected Malpractice in Examinations and Assessments: Policies and Procedures*.

# 5 Appendices

## 5a. Overlap with other qualifications

There is no significant overlap between the content of this specification and those for other AS Level qualifications.

## 5b. Accessibility

Reasonable adjustments and access arrangements allow learners with special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do, without changing the demands of the assessment. Applications for these should be made before the examination series. Detailed information about eligibility for access arrangements can be found in the JCQ *Access Arrangements and Reasonable Adjustments.*

The AS level qualification and subject criteria have been reviewed in order to identify any feature which could disadvantage learners who share a protected Characteristic as defined by the Equality Act 2010. All reasonable steps have been taken to minimise any such disadvantage.

## Summary of updates

| Date | Version | Section | Title of section | Change |
|---|---|---|---|---|
| June 2018 | 1.1 | Front cover | Disclaimer | Addition of Disclaimer |
| August 2018 | 1.2 | 3d<br>4d | Retaking the qualification<br>Admin of non-exam assessment | Update to the wording for carry forward rules |
| July 2020 | 1.3 | 2a<br>2b<br>2d<br>2e<br>3a<br>3b<br>3g<br>3h<br>4d | OCR's AS Level in Physical Education (H555)<br>Content of A Level in Physical Education (H555)<br>Content of Practical Performances (04)<br>Content of Evaluating and Analysing Performance for Improvement (05)<br>Forms of assessment<br>Assessment objectives (AO)<br>Synoptic assessment<br>Calculating qualification results<br>Admin of non-exam assessment | Changes related to splitting the NEA into two separate components |
| | | 1a<br>1d | Why choose an OCR qualification?<br>How do I find out more information? | Update to the wording to improve clarity |
| | | 2f | Prior knowledge, learning and progression | Renumbered from 2e |
| | | 3c | Assessment availability | This version of the specification will be for first assessment in June 2021. |
| | | 3d<br>4a<br>4d | Retaking the qualification<br>Entries<br>Admin of non-exam assessment | Changes relating to the carry forward rules |
| | | 4f | Post-results services | Changing of terms used |
| | | | | Update to specification covers to meet digital accessibility standards |
| January 2021 | 1.4 | 4a | Entries | Typos corrected where H555 was used instead of H155 |
| September 2021 | 1.5 | 2a | OCR's AS Level in Physical Education (H155) | Incorrect component title updated |

| Date | Version | Section | Title of section | Change |
|---|---|---|---|---|
| October 2022 | 1.6 | 4a. | Entries | Correction of typographical error of a component code |
| January 2023 | 1.7 | 1.1.b | Cardiovascular and respiratory systems | Minor clarification |
| | | 4a. | Entries | Updated entry codes |
| August 2023 | 1.8 | 3 | Assessment of AS Level in Physical Education | Insertion of new section 3c. Total qualification time |
| October 2023 | 1.9 | 4a<br><br><br>4d | Entries<br><br><br>Admin of non-exam assessment | Update entry and carry forward options.<br><br>Moderation for Analysing and Evaluating Performance can now be conducted via digital upload. |
| January 2024 | 2.0 | 3d, 3e<br><br><br>4a<br><br><br>Checklist | Qualification availability, Language<br><br>Pre-assessment | Inclusion of disclaimer regarding availability and language<br><br>Update to include resilience guidance<br><br>Inclusion of Teach Cambridge |
| November 2025 | 3.0 | Covers, page footers, section 1a and 4e | | Updated covers, footers and certificate title to reflect the new Cambridge OCR brand. Inside cover includes statement: 'About our new name'. Minor rewording in generic section 1a. |

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